

***California
Commission on Teacher Credentialing***

*Meeting of
September 5, 2002*

AGENDA ITEM NUMBER: PREP – 1 INFOLDER

COMMITTEE: Preparation Standards

TITLE: **Approval of Subject Matter Preparation Programs and Designated Subjects Programs Submitted by Colleges and Universities and Local Education Agencies**

X Action

Information

Report

Strategic Plan Goal(s):

Goal 1: Promote educational excellence through the preparation and certification of professional educators

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates

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**Approval of Subject Matter Preparation Programs and Designated
Subjects Programs Submitted by Colleges and Universities and Local
Education Agencies**

**Professional Services Division
September 5, 2001**

Executive Summary

This item contains a listing of subject matter programs and designated subjects programs recommended for approval by the appropriate review panels, according to procedures adopted by the Commission.

Fiscal Impact Summary

The Professional Services Division is responsible for reviewing proposed preparation programs, consulting with external reviewers, as needed, and communicating with institutions and local education agencies about their program proposals. The Commission budget supports the costs of these activities. No augmentation of the budget will be needed for continuation of the program review and approval activities.

Recommendation

That the Commission approve the subject matter preparation programs and designated subjects program.

Approval of Subject Matter Preparation Programs and Designated Subjects Programs Submitted by Colleges and Universities and Local Education Agencies

Professional Services Division

September 5, 2002

INFOLDER ITEM

Background

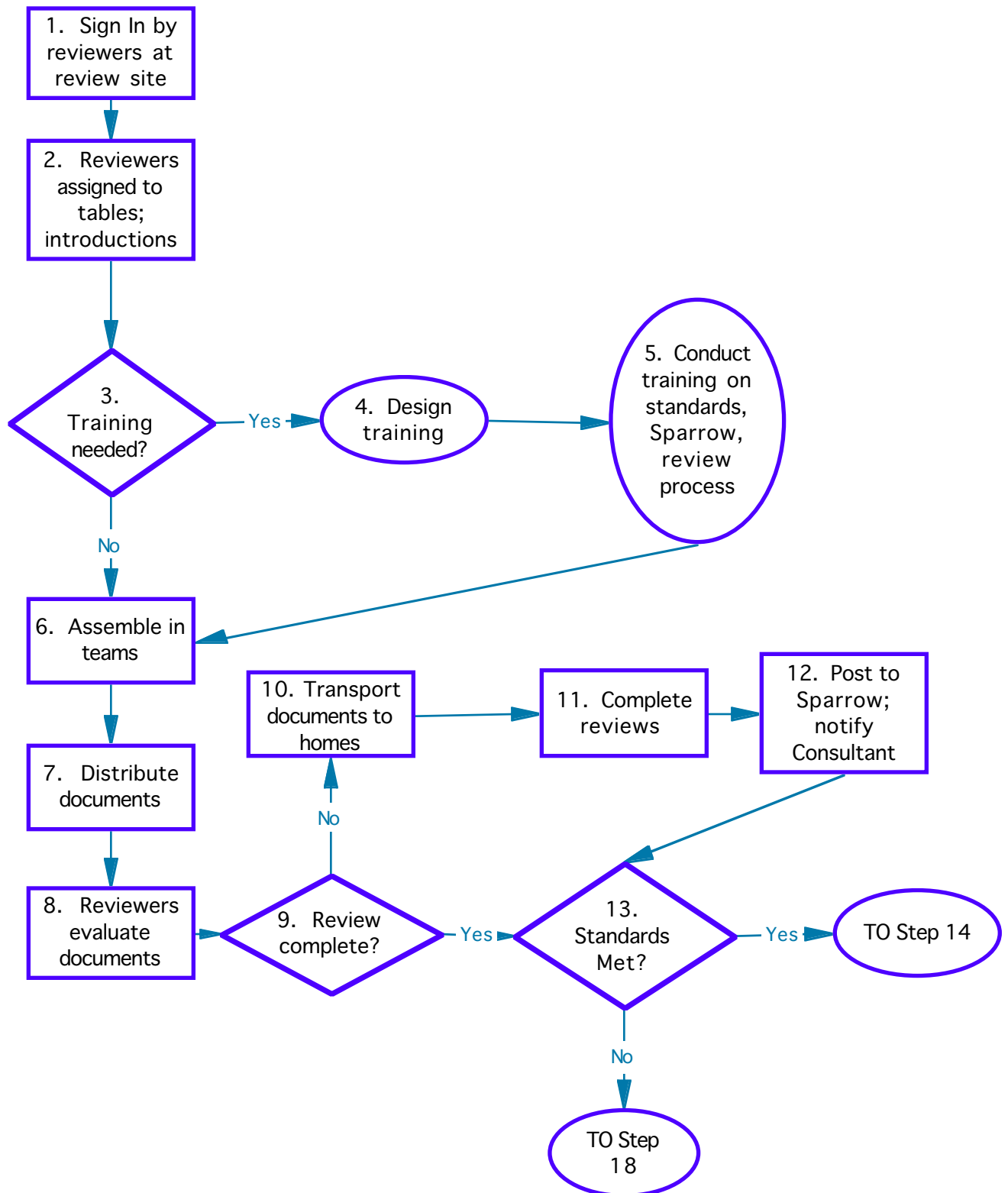
At the July 11, 2002 Commission meeting, the first Elementary Subject Matter (ESM) program to be recommended for approval by the ESM review panels was presented to the Commission. Commissioners requested additional information about the programs they were being asked to approve, and additional information on the review process. This infolder item provides that information. Information is provided on the SB 2042 review process that is currently being used for ESM, Professional Teacher Preparation, and Blended Program reviews. It is anticipated that a similar process will be used to review Single Subject programs when those standards are approved by the Commission. Program information is provided for the four ESM programs and one Single Subject program recommended for approval as specified in September 5, 2002 PREP-1 Agenda Item.

The Review Process

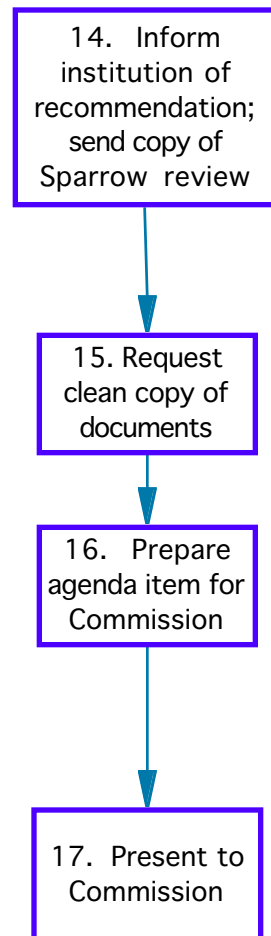
Appendix A lists all the institutions whose programs are being reviewed under the appropriate SB 2042 standards. It contains information on the windows of submission for the ESM, Professional Teacher Preparation, and Blended programs. Those with an asterisk have been already approved or have been recommended for approval as meeting the appropriate standards. Note that District Intern programs do not sponsor subject matter programs. Ten ESM programs were submitted as early adopters in April 1, 2002. Six ESM programs are part of the next submission window of September 3, 2002. All program documents, including those for ESM programs, are reviewed using a peer review process that is outlined in Chart 1.

The standards for all subject matter programs, including ESM, contain two parts: the standards themselves and Content Specifications that have been aligned with the K-12 Student Academic Content Standards during the standard setting process. The ESM review panels thoroughly examine each institution's submitted documents seeking evidence for how the program addresses the Content Specifications through program coursework. ESM Standards 2-6 describe the content that must be taught and learned in ESM programs in relation to the Content Specifications:

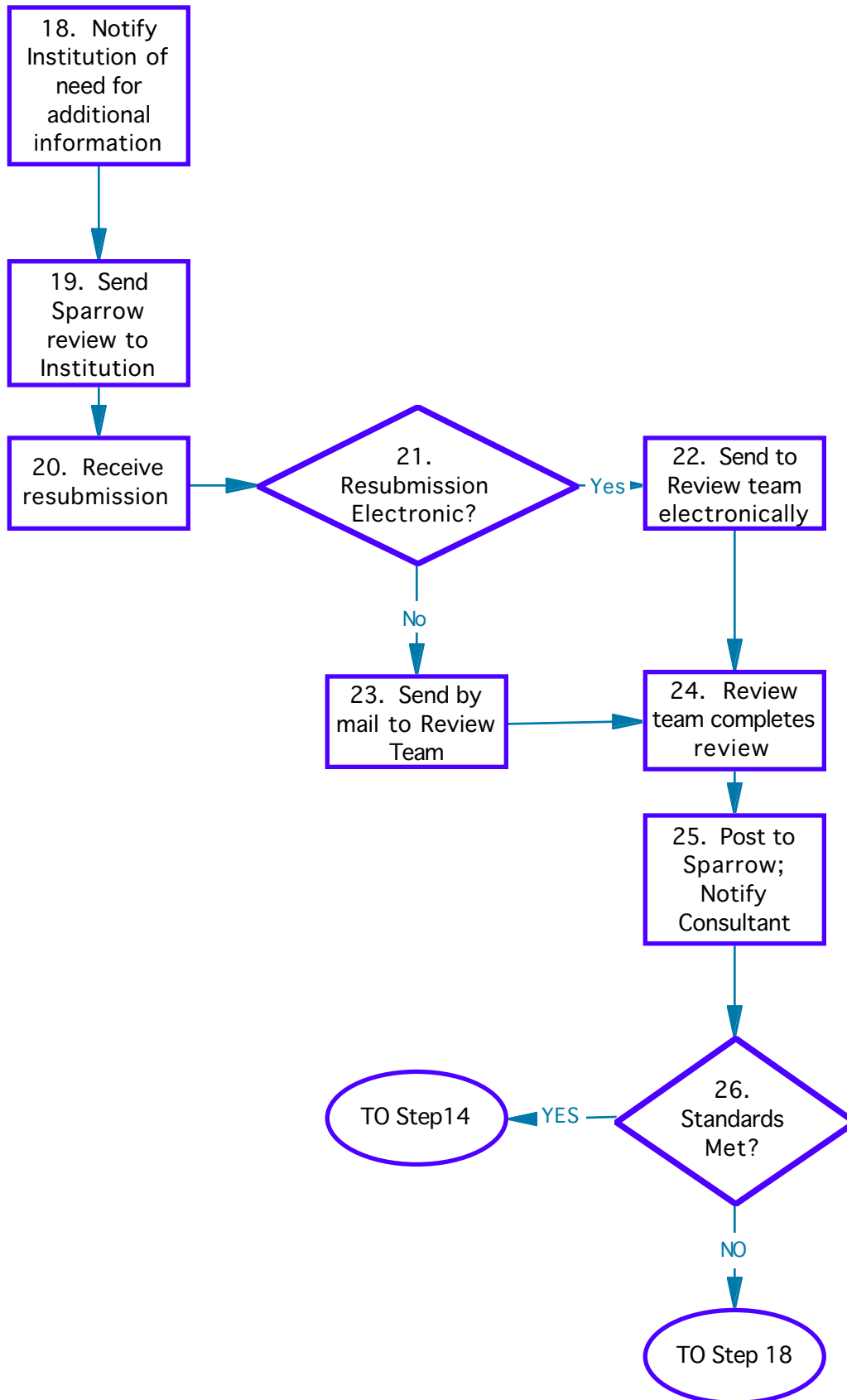
Chart 1. CONDUCTING REVIEWS



CONDUCTING REVIEWS, Approval Recommended



CONDUCTING REVIEWS, Standards Not Yet Met



- Standard 2: Required subjects of Study (referenced to the Content Specifications)
- Standard 3: Depth of Study
- Standard 4: Integrative Study
- Standard 5: Effective Curriculum, Teaching and Assessment Practices (referenced to the Content Specifications)
- Standard 6: Assessment of subject Matter Competence

Elementary Subject Matter programs call for the reviewers to make professional judgments about the adequacy of the coursework required in the program in eight content areas. A team of reviewers consists of 2-3 people and typically does not possess content expertise in all the required areas. A list of the content expertise for all reviewers is available to review teams. When a team requires specific expertise in content areas not represented within the team, they call upon other reviewers to provide the appropriate expertise.

Analysis of Submissions in the First Submission Window

In the first submission window, ten institutions submitted ESM documents to the panel for review. No institution was recommended for approval on the basis of its first submission. All required at least one resubmission. Below is a summary of the data from the first submissions, giving the following mean number of standards and required elements that were not fully met during the first submission:

Standards (out of 13): mean number not initially met = 8

Required Elements (out of 61): mean number not initially met = 21

These results are to be expected given the program changes that are required to meet the SB 2042 standards. Although some standards/elements are similar to those of the prior standards, many represent new areas of the curriculum that need to be represented in the ESM programs. Many of these changes needed to be developed with multiple departments and even institutions (where community colleges provide content coursework for numerous transfer students). Reviewers' feedback to the institutions provided explicit information about what was needed in order to meet the standards and elements. That feedback allowed institutions to appropriately revise their programs and/or to provide additional evidence on how the standard or element was being addressed. The review panel works from the assumption that all programs are capable of being approved, and work with the institutions to clarify program requirements and provide appropriate evidence that the standards have been met.

Program Information for ESM Programs Recommended for Approval

Antioch University: Antioch University is a private university located in Santa Barbara. It enrolls fewer than 500 students, with 5-10 ESM graduates yearly.

Pathway to Subject Matter Competency: BA program in Liberal Studies; integrates a parallel strand for teachers

Features:

- The program includes integrated subject matter seminars team taught by faculty from different disciplines to help students think about connections among subject matters.
- Students give a capstone presentation at the end of the BA degree at which degree candidates focus on the core principles of the undergraduate and subject matter program; three BA faculty assess the candidate's defense and all must recommend the degree.
- A strong collaboration exists with Santa Barbara City College to ensure effective transfers to Antioch; Antioch faculty track subject matter progress at both institutions.
- Field experiences place students in the same schools in which student teachers are placed; student teachers act as mentors for the undergraduates.

California State University, Fullerton: CSU Fullerton is located in Orange County, CA, with a branch campus in El Toro opening in Fall, 2002. The institution enrolls approximately 28,000 students. Students completing the ESM program (Multiple Subject Matter Preparation Program, MSMPP) are increasing; 106 in calendar year 2001 and 148 to date in 2002.

Pathways to Subject Matter Competence: Enrollment in MSMPP; completion of academic major to provide depth of study

Features:

- MSMPP consists of a core group of courses that satisfy the ESM standards; students major in any of a number of approved majors which satisfy the depth of study requirements.
- The two majors most closely associated with MSMPP, Liberal Studies and Child & Adolescent Development, are interdisciplinary majors. Courses in these majors provide repeated opportunities for instructors and students to make connections between social sciences, sciences, and the humanities.
- The science curriculum includes GE courses specifically designed for prospective elementary teachers; these courses provide experiences in inquiry-based learning.

California State University, Stanislaus: CSU Stanislaus is located in Turlock, CA, with a satellite campus in Stockton. Six other outlying sites receive broadcast courses. The university enrolls approximately 7500 students of which approximately 25% are ESM program students.

Pathway to Subject Matter Competence: Liberal Studies Major

Features:

- Students are largely returning adults, who require flexibility in the ESM program offerings. The Liberal Studies major provides general education options and 25 concentration options. Strong collaborations within the university were required to provide documentation to panel reviewers for all these options.

- Four core Liberal Studies courses provide structure and continuity in the ESM program. Assessment of subject matter competence begins with the first course and concludes with the Senior Seminar at which students present a completed portfolio built from required portfolio assignments in each core Liberal Studies course.

- All four of the major feeder community colleges have articulated courses that parallel the lower division Liberal Studies core courses. Seventy percent of the Liberal Studies students are transfers.

- The ESM program has been created through extensive collaboration within and outside of the university. Faculty from the College of Arts, Letters, and Sciences and from the College of Education collaborated with local K-8 teachers and administrators on the Liberal Studies program philosophy and goals, curriculum development, portfolio assignments, and integrative courses.

California State University, Northridge: CSU Northridge located in the Los Angeles area has approximately 23,000 students. Each year it graduates 400-500 students from its ESM program.

Pathway to Subject Matter Competence: Liberal Studies Major

Features:

- The ESM program provides students a choice of two pathways: 1) a cohorted program for early deciders, with blended coursework and fieldwork in elementary classrooms every semester beginning in the freshman year; 2) a flexible program that permits full or part time attendance and has a seamless transfer process from community colleges.

- The freshman program pathway contains three subject matter seminars that are team-taught by content and pedagogy faculty. Each seminar requires 15 hours of guided field experience in elementary classrooms in partnership schools.

- ESM coursework has been redesigned to integrate subject matter in ways useful for prospective teachers. Examples include an integrated and technology-rich social and physical science course that provides an integrated perspective on California history, geography, and earth science; and a course in the integration of subject matter that explores the organization of knowledge, both in the K-8 curriculum and in university disciplines.

Program Information for the Single Subject Program Recommended for Approval

California State University, Dominguez Hills: CSU Dominguez Hills has had an approved program in physical education since April 1998. As a result of repeated requests from students for a dance concentration, they considered how they might meet this student need. Though Dominguez Hills does not offer a dance program, their neighbor, Loyola Marymount University does offer a dance program. However, Loyola Marymount does not have an approved physical education program. The two universities decided to partner in a proposal to add a dance concentration to the Dominguez Hills program with the coursework offered at Loyola Marymount.

The review panel focused on the extent to which the dance course work at Loyola Marymount met the state standards and aligned with Dominguez Hills physical education program. Candidates will be required to take all of Dominguez Hills' course work for their approved program. Their concentration course work will be taken at Loyola Marymount.

This partnership is an example of the increasing ways that institutions are collaborating to meet state standards and student needs.

APPENDIX A:

SB 2042 INSTITUTIONAL SUBMISSION SCHEDULE

* = approved programs or those recommended for approval

CSU CAMPUSES	ESM	TEACHER PREP	BLENDED
Bakersfield, CSU	Sept 1, 2003	Nov. 1, 2002	Nov. 1, 2002
Chico, CSU	April 1, 2003	Sept. 2, 2002	April 1, 2003
Dominguez Hills, CSU	April 1, 2003	April 1, 2002	Aug. 1, 2003
Fresno, CSU	April 1, 2003	* April 1, 2002	April 1, 2003
Fullerton, CSU	* April 1, 2002	Nov. 1, 2002	Nov. 1, 2002
Hayward, CSU	Sept. 1, 2003	(* April 1, 2002) Aug. 1, 2003	Sept. 1, 2003
Humboldt State	April 1, 2002	Aug. 1, 2003 Sept. 1, 2003	Aug. 1, 2003
Long Beach, CSU	Feb. 3, 2003	April 1, 2002 MS Feb. 3, 2003 SS	Feb. 3, 2003
Los Angeles, CSU	Nov. 1, 2002	Nov. 1, 2002	Nov. 1, 2002
Monterey Bay, CSU	April 1, 2003	April 1, 2003	TBA
Northridge, CSU	* April 1, 2002	* April 1, 2002	Sept. 2, 2002
Pomona, Cal Poly	Nov. 1, 2002	April 1, 2002	TBA
Sacramento, CSU	Aug. 1, 2003	Aug. 1, 2003	Aug. 1, 2003
San Bernardino, CSU	April 1, 2003	April 1, 2003	April 1, 2003
San Diego State	Feb 1, 2003	* April 1, 2002	April 1, 2003
San Francisco State	Aug. 1, 2003	Aug. 1, 2003	Aug 1, 2003
San Jose State	Aug. 1, 2003	Aug. 1, 2003	Aug. 1, 2003
San Luis Obispo, Cal Poly	April 1, 2003	April 1, 2003	April 1, 2003
San Marcos, CSU	Feb. 3, 2003	* April 1, 2002	TBA
Sonoma State	Aug. 1, 2003	April 1, 2002	Aug. 1, 2003
Stanislaus, CSU	* April 1, 2002	Sept.1, 2003	Sept. 1, 2003
Cal State Teach	N/A	April 1, 2003	N/A

UNIVERSITY OF CALIFORNIA	ESM	TEACHER PREP	BLENDED
Berkeley, UC	N/A	Feb. 3, 2003	TBA
Davis, UC	Feb. 3, 2003	Nov. 1, 2002	N/A
Irvine, UC	Sept. 1, 2003	Nov. 1, 2002	N/A
Los Angeles, UC	Nov. 1, 2002	Feb. 3, 2003	N/A
Riverside, UC	Sept. 1, 2003	* April 1, 2002	Sept. 1, 2003
San Diego, UC	Sept. 1, 2003	April 1, 2002	N/A
Santa Barbara, UC	Aug. 1, 2003	Aug. 1, 2003	N/A
Santa Cruz, UC	Aug. 1, 2003	* April 1, 2002	N/A
PRIVATE/INDEPENDENT			
Alliant International University	Nov. 1, 2002	Nov. 1, 2002	Nov. 1, 2002
Antioch University of Southern CA	* April 1, 2002	Feb. 1, 2003	N/A
Argosy University	April 1, 2003	April 1, 2003	N/A
Azusa Pacific University	TBA	TBA	N/A
Bethany College	Feb. 3, 2002	Feb. 3, 2002	N/A
Biola University	Nov. 1, 2002	Sept. 2, 2002	N/A
California Baptist	Nov. 1, 2002	April 1, 2003	N/A
California Lutheran	Sept. 2, 2002	April 1, 2002	Sept. 2, 2002
Chapman University	Feb. 3, 2003	Nov. 1, 2002	N/A
Christian Heritage	Feb. 3, 2003	Nov. 1, 2002	Aug. 1, 2003
Claremont	N/A	Sept. 1, 2003	N/A
Concordia University	Nov. 1, 2002	Nov. 1, 2002	Nov. 1, 2002
Dominican University of California	Sept. 2, 2002	Sept. 2, 2002	Sept. 2, 2002
Fresno Pacific University	Nov. 1, 2002	Nov. 1, 2002	TBA
Holy Names College	April 1, 2002	April 1, 2002	N/A
Hope International University	Sept. 1, 2003	Aug. 1, 2003	N/A
InterAmerican College	Sept. 2, 2002	Feb. 3, 2003	N/A
John F. Kennedy	N/A	Sept. 1, 2003	N/A
La Sierra University	Feb. 3, 2003	Feb. 3, 2003	N/A
Loyola Marymount	Sept. 2, 2002	Sept. 2, 2002	Sept. 2, 2002
Masters College	April 1, 2003	April 1, 2003	N/A
Mills College	April 1, 2003	April 1, 2003	N/A
Mount St. Mary's College	April 1, 2003	* April 1, 2002	April 1, 2003
	ESM	TEACHER PREP	BLENDED

National University	April 1, 2002	April 1, 2002	N/A
National Hispanic University	Feb. 3, 2003	TBA	N/A
New College of California	N/A	TBA	N/A
Notre Dame De Namur University	Sept. 1, 2003	* April 1, 2002	N/A
Nova Southeastern University	N/A	Nov. 1, 2002	N/A
Occidental College	N/A	April 1, 2003	N/A
Pacific Oaks College	N/A	April 1, 2003	N/A
Pacific Union	April 1, 2003	Aug. 1, 2003	N/A
Patten College	Feb. 3, 2003	Feb. 3, 2003	N/A
Pepperdine	Feb. 3, 2003	Feb. 3, 2003	N/A
Point Loma Nazarene	Sept. 1, 2003	Sept. 2, 2002	N/A
St. Mary's College	Sept. 1, 2003	April 1, 2003	Sept. 1, 2003
Santa Clara University	Sept. 2, 2002	* April 1, 2002	N/A
Simpson College	Feb.3, 2003	Feb. 3, 2003	N/A
Stanford University	N/A	April 1, 2002	N/A
University of La Verne	* April 1, 2002	* April 1, 2002	N/A
University of the Pacific	April 1, 2002	* April 1, 2002	N/A
University of Phoenix	N/A	Nov. 1, 2002	N/A
University of Redlands	April 1, 2003	* April 1, 2002	N/A
University of San Diego	Feb. 3, 2003	* April 1, 2002	N/A
University of San Francisco	Sept. 1, 2003	Aug. 1, 2003	N/A
University of Southern California	April 1, 2002	* April 1, 2002	N/A
Vanguard University	Aug. 1, 2003	* April 1, 2002	N/A
Westmont	Feb. 3, 2003	Feb. 3, 2003	N/A
Whittier	Feb. 3, 2003	Feb. 3, 2003	N/A

DISTRICT INTERN PROGRAMS	ESM	TEACHER PREP	BLENDED
Compton Unified School District	N/A	Feb. 3, 2003	N/A
Long Beach Unified School District	N/A	Aug. 1, 2003	N/A
Los Angeles Unified School District	N/A	* April 1, 2002	N/A
Ontario-Montclair School District	N/A	* April 1, 2002	N/A
Orange County Office of Education	N/A	Feb. 3, 2003	N/A
Project Pipeline	N/A	April 1, 2003	N/A
San Diego City Schools	N/A	Nov. 1, 2002	N/A
San Joaquin County Office of Ed.	N/A	* April 1, 2002	N/A

